

Nottinghamshire School Staff Induction Policy

(Including Probation for Support Staff)

**For Head Teachers and
Governing Bodies
July 2026**

HR Advice, Support and Training Service

HR Service: Induction of School Staff – Table of Contents

Para		Page
1	Introduction	3
2	The importance of induction	4
3	Principles of Good Induction	4
4	Social induction	5
5	Addressing specific issues/requirements	5
6	Understanding the culture and ethos of the school	7
7	Getting to understand the new role	8
8	Roles and responsibilities	9
8.1	- Governing Body	9
8.2	- Head Teacher	9
8.3	- Line Manager and peer support	10
8.4	- Mentors	10
9	Contractual issues	10
9.1	- Probationary period (Support Staff)	10
9.2	- Supply Teachers and other Temporary staff	11

Appendices

	Appendix 1 - Induction checklist for safeguarding (now including reference to accident reporting systems)	42
	Appendix 2 – Probationary Review form – support staff	45
	Appendix 3 - Whole school induction checklist for all staff	48
	Appendix 4 – Invite for Support Staff to Probationary Review	52
	Appendix 5 – Probationary Review Termination of Employment Template Letter	53

1. Introduction

This Policy document provides guidance about the principles of induction and probation service requirements for all new staff and volunteers in schools and includes several appendices:

Appendix 1 Nottinghamshire Schools Induction of Staff Checklist for safeguarding.

Appendix 2: Probationary Review Form (SUPPORT STAFF)

Appendix 3 - Whole school induction checklist for all staff

Appendix 4 Probationary Review Form (Support staff).

Appendix 5 – Probationary Review Termination of Employment Template Letter

For the induction of Early Career Teachers (ECT's) please refer to the separate ECT induction policy.

- 1.2 This policy, therefore, applies specifically to all newly appointed staff and newly promoted employees. Induction is relevant to anyone starting a new job, even where that is in the same school. This means that a planned induction for internal promotions or a sideways move is as important as for those who are totally new to the school. Staff returning to work (including after maternity or long-term sickness related absence) are entitled, therefore, to be given an appropriate induction programme as part of their return to work. It is good practice to periodically remind all staff of its contents for the benefit of helping new staff settle quickly and effectively into their post.
- 1.3 Schools should agree separate arrangements for the induction of new Governors and a template induction procedure is available for governing bodies to adopt on the Schools Portal <https://www.nottinghamshire.gov.uk/schoolsportal/governors/governor-policies-and-templates/governor-templates> or on GovernorHub <https://app.governorhub.com/document/6113880c46b95500247886e9/view>
- 1.4 The school should ensure that all other people working in the school, including volunteers and contractors are inducted appropriately to their role. Any individual / groups undertaking a letting arrangement with the school should be appropriately inducted as per the letting agreement to ensure compliance with use of the building and to ensure those using the school site are safe.
- 1.5 This Policy should be read in conjunction with the Recruitment and Selection of School Staff Policy, Guidance and Toolkit. Any general concerns or issues regarding the induction of staff in schools should be discussed with your named HR Business Partner.
- 1.6 The Education Improvement Service can also provide guidance about supporting new employees, particularly in relation to teaching staff.
- 1.7 Schools must ensure that all safer working checks are completed for new appointments to the school in line with the Recruitment and Selection Policy, Guidance and Toolkit.

2. The importance of induction

- 2.1** Following the completion of the recruitment process, schools should invest time in planning how to successfully integrate the employee into their new job. Newly appointed employees who have had a planned introduction to their new school, new colleagues, role and responsibilities become effective more quickly which supports employee retention.
- 2.2** In some cases, performance difficulties can be linked to poor induction procedures. In establishing expectations of a new employee, consideration must be given to contractual entitlements including wellbeing/work/life balance issues and for headteachers the governing body has a specific duty of care in this respect. The headteacher and the leadership team have a responsibility for all other staff.
- 2.3** A failure to recognise when a new employee is experiencing difficulties and/or is underperforming can lead to more serious problems at a later stage and reinforces the need for initial issues or concerns to be addressed promptly. Always seek advice before taking action.

3. Principles of good induction

- 3.1** Induction has one clear aim: to enable an individual appointed to a new job or responsibilities to become fully effective in their new role as soon as possible. There are three key elements to this process:
- Settling in socially and emotionally
 - Understanding the school culture/ethos
 - Understanding the requirements of the new role
- 3.2** A successful candidate will have started learning about their new role during the recruitment process and may have been told about the school and its ethos, although they probably will not have picked up the nuances of the culture or the “unwritten rules”. It is usually the social and emotional aspects of induction that are the most difficult for the new employee to understand and will be their greatest concern before they formally start their new job.
- 3.3** Schools should recognise that employees will have different needs depending on the nature of their role, level of experience, knowledge, personal circumstances, etc. The type of induction that might be appropriate for an employee in their first job will be different to the induction required for someone returning to work after a long career break and different for a person promoted into a senior role for the first time or for a new head teacher.
- 3.4** Employees should be involved in how the induction is planned and should be invited to suggest activities which might be helpful to their way of learning, for example, by shadowing someone else doing a similar job. However, there are some areas of induction that must be undertaken regardless of individual preferences, e.g. health and safety requirements, GDPR and information management, introduction to workplace policies and procedures, including the school’s approach to **staff wellbeing** etc. Following the confirmation of appointment and conclusion of all the safer recruitment checks, once an employee commences employment **safeguarding** is the essential area to cover in detail as set out in **Appendix 1**. This is a priority at the start of the induction process to ensure the employee is aware of their statutory, professional and job / school-based responsibilities. At induction all new staff must also be aware of and understand the implications of key policies as set out in the induction checklist **Appendix 3**.

- 3.5** Schools should regularly monitor and review their recruitment and induction arrangements to ensure best practice and help address any recruitment and retention or knowledge issues.
- 3.6** Schools should ensure:
- Staff turnover and reasons for leaving are monitored, recorded and reported to the governing body on a regular basis
 - Exit interviews are conducted as appropriate.
 - Appraisal (for teachers) and support and supervision / appraisal (for support staff) are securely in place.
- 3.7** The governing body and the school leadership team must ensure that all staff, volunteers and governors understand their safeguarding responsibilities as a priority. The school leadership should ensure that (a) all staff who work directly with children read at least Part One of KCSiE and (b) those staff who do not work directly with children read at least Part One or Annex A of KCSiE.

All staff must understand that they have a responsibility to provide a safe environment in which children can learn and should always consider, what is in the best interests of the child.

4. Social induction

- 4.1** This should help a person to feel valued and become part of the school team, as well as helping them adjust to their new work environment and show regard for their health and well-being. This means thinking about the following:
- 4.2** About the job:
- Who will their line manager be, and how will they interact?
 - Who will they be working with on a peer level?
 - Who will they be working with on a day-to-day level?
 - Will they be working on their own some of the time or will they be working with others?
 - Consider the mix of people that they will be working with e.g. age, sex balance, experience etc.
- 4.3** About the new employee:
- Have they worked before? How long ago? Are they returning after a career break?
 - Are they used to working in a school or education context?
 - Have they moved home for the job or are they commuting a long distance, or do they know the area well?
 - Do they have a disability that requires adjustments to be made and are these in place? The school must carefully consider its duties and responsibilities under the Equality Act 2010 to avoid discrimination and provide equality of opportunity for all staff.
- 4.4** Where practicable, it may also be helpful to consider the **social network** and identify those people with whom they will find it easiest to form good working relationships. Ideally this should happen before employment starts, and certainly within the first few weeks. If the job requires new employees to work on their own for long periods, for example a Site Manager or Caretaker, the new employee also needs to know how to access informal support on a

day-to-day basis so they can feel part of the team. For example, staff room facilities, arrangements for lunch and break-times and informal meetings during the school day.

- 4.5** If the employee has previously been part of a large team, they may find it hard to adjust to working as part of a smaller, close-knit team, and vice versa. If they have moved home into the area, they may welcome an opportunity to meet some existing employees outside work, as an introduction to the area. New staff with children may also appreciate information about schools or childcare and those new to the area may welcome recommendations about places to go shopping, eat out, sports clubs, etc.
- 4.6** Individual preferences about the way new employees would like to meet their new colleagues is important and care should also be taken to take account of culturally acceptable venues, if outside of work.

5. Addressing specific issues/requirements

- 5.1** If a new employee has a disability, the school should discuss this with them before they start work. The school should identify any support or reasonable adjustments needed and put these in place wherever possible before the employee's first day. Any advice from Occupational Health following the pre-employment medical assessment should be discussed with the employee and acted on as appropriate. Schools may also wish to seek advice from Disability Employment Advisers through Jobcentre Plus, who may be able to suggest practical adjustments, equipment or possible funding support. Schools should also check any wider arrangements needed to keep the employee safe, including workstation or classroom arrangements, fire evacuation plans and any whole-school or individual risk assessments. Schools should contact their HR Business Partner if they need advice about reasonable adjustments or other support arrangements.
- 5.2** All new staff should, be made aware of and know how to access the school's employment policies and procedures regarding grievance, discipline, harassment, attendance, appraisal etc as set out in **Appendix 3**. A new employee may not feel sufficiently confident to report any initial workplace concerns when they first start, although they may feel more able to respond when they are settled in their new job. This is best managed through regular initial induction meetings and discussions so that any minor or serious concerns are addressed.

6. Understanding the culture and ethos of the school

- 6.1** An understanding of the culture and ethos of their new school is not always easy to define and is more about the way things are done, said, and presented than what happens on a day-to-day basis. Headteachers must ensure that the school's culture of safeguarding is clearly explained and that it explicitly includes all staff, and the expectations of behaviour in line with the School Code of Conduct.
- 6.2** The new employee should be provided with a copy of the school handbook (or its equivalent) before they start work along with copies of key policy documents or summaries as appropriate to their role. This will include the important information which relate to pupils and their employment at the school.
- 6.3** It should be recognised that, even if the employee has previously worked in a school, there will be differences in the way each school operates. Misunderstandings can easily arise if

assumptions are made about the new employee's understanding of matters which may not be defined in any handbooks or policy documents. It will be important, therefore, for any informal arrangements and practices to be discussed as soon as possible.

7. Getting to understand the new role

7.1 This should be the most straightforward element of induction enabling the new employee to quickly understand what is expected of them in their new role. Through the recruitment and selection process, headteachers and managers should already have a clear picture of the employee's skills, knowledge and attributes in relation to those required by the job description and person specification. Areas that will need to be considered include the following:

- Identification of training needs assessed against the job requirements.
- Identification of and introduction to key work contacts.
- Integration of the employee with their colleagues.
- Consideration of their relationship with pupils, parents and the wider school community, e.g. Governors, the County Council, diocese, local businesses, etc.
- Awareness of any pupils, families or other individuals requiring particular care or who may present specific difficulties within the school community.
- Documents which outline of the key priorities for the school.
- Information about key school policies and procedures as set out in the schools Induction **checklists (Appendix 1 and Appendix 3).**

7.2 To ensure that the individual has all the information they need and has completed all the relevant pre-employment checks / paperwork, the headteacher or line manager should meet with the employee prior to their first day. It should be recognised that new starters often find it difficult to absorb all the information at one session and it is often helpful, therefore, to prioritise this carefully and plan a series of short sessions over the first week or two.

7.3 Schools should identify elements of induction that an individual can do on their own before they arrive on their first day, such as reading written policy documents or familiarising themselves with key procedures, such as schemes of work which could be included as part of an "induction pack".

7.4 The new employee should be encouraged to meet a wide group of colleagues facilitated by the opportunity to collaborate and participate with others as soon as they start. This may include an opportunity to attend a variety of relevant meetings for example, whole school meetings, governor meetings, key stage / departmental planning meetings.

8. Roles and responsibilities

8.1 Governing Body

The Governing Body has overall responsibility for the recruitment, the well-being of staff and the adoption and implementation of induction procedures. They are also directly responsible for the induction of a new headteacher for which advice and support is available from the Education Improvement Adviser (EIA). A programme of induction conferences and other support, advice and guidance for newly appointed headteachers and deputy headteachers is provided by the Education Improvement Service (EIS). Information and procedures

documents are available through the Teaching Regulation Agency (TRA). Governors have a responsibility to ensure newly appointed Headteachers participate in an induction appropriate to their needs. Schools who buy into the HR Service annual package have a free HR Induction for their new headteacher.

8.2 Headteacher

The headteacher has overall management responsibility for ensuring the effective induction of staff in line with school procedures, as part of their duty to ensure that suitable staff are recruited and enabled to become capable and effective in their roles as quickly as possible. Although in practice this responsibility may be delegated to another school leader, the new employee should have the opportunity to meet the headteacher within their first few days at work, if only briefly to welcome them and establish their working relationship.

8.3 Line manager and peer support

The day-to-day management of the induction programme should normally be undertaken by the individual's line manager as they have the best overall view of the role undertaken and the school should identify an appropriate key colleague to offer peer support to new starters. This is a more informal role to help the individual to settle in socially and familiarise themselves with the school and how things work practically on a day-to-day basis. This might be particularly important for individuals who are coming into employment of this nature for the first time, or after a break, e.g., due to maternity or career break.

8.4 Mentors

8.4.1 Staff may also benefit from a mentor or coach to support them in developing their role/career, for example women returners, staff entering management roles for the first time, staff moving into very senior positions and new teachers. Mentoring can help to strengthen internal networks between staff, reinforce the school's commitment to professional development, and help to spread good performance and valuable skills throughout the school. Good mentoring relationships tend to have the following hallmarks:

- both parties have a positive view of their relationship and potential benefits.
- the new employee must be clear about what kind of support they would like from the mentor.
- the mentor must be capable of providing support for an individual without jeopardising their own performance.
- the new employee must have some degree of aspiration towards the mentor/their role.
- the mentor must be able to commit themselves to spending time with their new colleague and the school should facilitate this time being made available.
- the mentor must only undertake the mentor role on the basis that they want to help someone else develop - competition between mentor and the new employee will undermine the relationship.

8.4.2 Whilst it is not always possible, the line manager should not also act as mentor. Ideally the mentor should be removed from the individual's day-to-day work and have an overall view of their work and role. For staff in senior positions, where practicable, the most appropriate mentor may be external to the school, perhaps in another school, with a reciprocal

arrangement. The Education Improvement Service may be able to provide advice in this area for newly appointed head teachers.

9. Contractual Issues

9.1 Probationary Period (Support Staff)

9.1.1 The permanent appointment of some school support staff may be subject to a probationary period (normally **12 weeks**) if they have not previously worked within a Nottinghamshire County Council local authority school or service. In such cases, the induction period should include more formal arrangements for monitoring progress and discussing and resolving any shortfalls in performance.

9.1.2 The appointment documentation should confirm to the employee that they are subject to a probation period. Schools should seek advice from their named HR Business Partner as soon as possible after appointment if the employee's probationary status is unclear. The employee should also be informed that they will be assessed during that period with a view to transferring them to the permanent establishment after a satisfactory formal review at the end of the probationary period.

9.1.3 It is advisable to undertake a first formal review for new support staff at **6 weeks** and a second review should be no later than **12 weeks** after commencement in the post. The probationary period will normally be for a maximum of **12 weeks**, but this may be extended up to **4 weeks** where performance concerns have not been satisfactorily addressed. All meetings and any decisions regarding an employee's probationary period should be carefully documented. This should be a transparent process, and the probationary review form (Appendix 4) should be used to record (and share with the employee) all formal meetings and placed on the employee's personal file.

9.1.4 Any concerns about performance during the probationary period should be addressed with the employee as they become apparent, ensuring that concerns are identified, and support is given. Any decision to dismiss an employee within the probationary process will be made by the headteacher, giving the employee 10 working days written notice of the meeting and confirmation of the issues of concern. There should be evidence that the issues of concern have been previously raised with the probationary employee and that support offered has failed to fully resolve the concerns within a reasonable period. At any formal meeting, the headteacher will be required to give thorough consideration of the evidence of an employee's incapability to perform the role, including and evaluation of the support and timescales for improvement provided. Advice should be sought from the area HR Business Partner about the process, and an employee should be advised of their right to appeal against dismissal to a panel of 3 governors.

9.2 Supply Teachers and Other Temporary Staff

9.2.1 Schools have a duty to ensure that all supply and temporary staff are properly inducted and supported to enable them to perform their duties safely and effectively. It is good practice to establish a clear written protocol for the induction of such staff to include the following, and be given to the member of staff either before they start work or as soon thereafter as practical:

- Introductory briefings by senior staff

- Handbook for supply/temporary staff outlining key procedures, policies as set out in the Induction Checklist as appropriate (**Appendix 1 and 3**) and KCSiE Part One paragraphs and basic information about the school e.g., behaviour management, child protection, safer working, health and safety, School Employee Code of Conduct.
- Responsibilities of school staff e.g., working practices, preparation of work, information about class, etc.
- Risk assessments and information on specific children as required.
- Training and development opportunities for regular supply staff on key issues e.g., behaviour management, child protection, special needs, etc.
- Basic equipment e.g., stationery, laptops and use of mobile phones in the classroom etc.

9.2.2 Schools must ensure that all the required safer working checks are completed for all staff including supply staff and any temporary/fixed term employees and the details recorded on the Single Central Record. (SCR). All new staff relevant to be listed on the SCR must be added to the SCR immediately and updated as the safer working checks are completed. All temporary staff must be employed in accordance with the Guidance on the Use of Fixed Term Contracts.

Appendix 1: Nottinghamshire Schools Induction of Staff - Checklist for Safeguarding (March 2026)

HR Advice, Support and Training Services

Name of Employee	
Name of School	
Post Title	
Start Date of Employment	
Name of manager responsible for induction	
Name of mentor (where applicable)	
Name of Head Teacher	

*This Induction Checklist for safeguarding should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors included as **Appendix 3** to this document.*

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the designated safeguarding lead in school is.....		☐
Employee informed that the deputy designated safeguarding lead in school is.....		☐
2. Explanation of the systems the school has in place to ensure safeguarding is secure and the role of the safeguarding lead.		☒
2.1 Procedures in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead (or deputy) are absent. Staff informed / reminded that they must always act in the best interests of the child.		☒
2.2 Inform staff of the procedure to follow if an allegation is made about another member of staff (including supply staff, volunteers, governors, contractors) posing a risk to children. Confirm their responsibilities and actions if they have (a) safeguarding concerns about another member of staff, whether inside or outside of the workplace (including online) or (b) concerns about safeguarding practices in the school. Refer to School Disciplinary procedure Part 2 (Part (A) and (B) - their duty to report and assist with the management of low-level concerns.		☒
2.3 Ensure staff understand they are expected to professionally support social workers, LADO, Police and other agencies following any safeguarding referral		

- Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to head teacher where circumstances change.		
5. Advised of and discuss the Nottinghamshire and Nottingham City Safeguarding Children Boards' Safeguarding Children's Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb		☐
6. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the Teachers Standards, 3 rd bullet point)		☐
7. Arrange safeguarding training as detailed in Keeping Children Safe in Education (KCSIE) and the latest NSCB <u>Training programme</u>		
a) To Include Whole School safeguarding and Child Protection training including online safety for all school staff and for any governor responsible for leading on safeguarding. Refresher dates should be diarised.		☐
b) Prevent Duty training for all school staff (on-line 20 minutes Channel training)		☐
c) Specific training for Designated Person for Safeguarding		☐
d) Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment).		☐
e) Ensure all new staff are on the school list to receive safeguarding and child protection updates		☒
8. a) For Teachers – Where applicable discussion about the statutory induction process (ECT) and appraisal process/ link with pay progression /Teachers' standards		☐
b) For Support Staff – Explanation of the school's probation arrangements for new employees and the support and supervision / appraisal arrangements.		☐
9. Relevant Policies, procedures and Guidance documents in relation to (a) Whole school and (b) Individual Risk Assessment, (c) School Outbreak Management Plan (d) Health and Safety and the school arrangements and expectations for reporting accidents involving staff and pupils and (e) pupil and staff wellbeing and (f) Critical Incident Plan		☐
Date Checklist fully completed		
Head teacher/line manager's signature:..... Date:.....		
Employee's signature: Date:.....		

Appendix 2: Probationary Review Form (SUPPORT STAFF)

Name of School :

Employee Name/Post : Post

Date probationary period commenced:

This form should be used as a basis for managing the probationary period at the:

First review – at 6 weeks

Second review – at 12 weeks

Governor Appeal stage or further review as a result of an extension to the process

1. Probationary Review
2. First review period (6 week review) Date from: Date to:
1. First Review Meeting Date: Time:
Following sections to be completed during the first review meeting
3.1 Details of performance standards required (see job description/person specification)
3.2 Details of aspects of performance and/or conduct which are at, or above the required standard
1.3 Details of the specific aspects of performance and/or conduct / attendance which are below the required standard evidenced during the First Review Period

4. Second review meeting	
Date:	Time :

4. Second review meeting	
Date:	Time :

Following sections to be completed during the second review meeting

6.1 Details of progress made against the targets for improvement during the second probationary review period and state whether the evidence demonstrates the employee is now working to the required standards of performance and/or conduct at the end of the Second Review Period

6.2 Details of the support provided or accessed by the probationary employee during the second review period. What support was provided, by whom and when.

7. Overall, second review outcome and decision
(Where appropriate include additional comments regarding good or poor conduct, attitude, attendance and / or suitability for permanent employment)

Progress Satisfactory: ☐ **Progress Unsatisfactory:** ☐

7. Overall, second review outcome and decision
(Where appropriate include additional comments regarding good or poor conduct, attitude, attendance and / or suitability for permanent employment)

Progress Satisfactory: ☐ **Progress Unsatisfactory:** ☐

7. Overall, second review outcome and decision
(Where appropriate include additional comments regarding good or poor conduct, attitude, attendance and / or suitability for permanent employment)

Progress Satisfactory: ☐ **Progress Unsatisfactory:** ☐

8. Decision regarding transfer to the school's permanent establishment (*delete as applicable*)

1. YES - probationary standards achieved - confirm permanent appointment)
2. NO (a further review to be conducted – Review (date and time))
3. NO (recommendation to dismiss) *

* Following a decision by the head teacher to dismiss, an employee has right of appeal to an appeal panel of the governing body. If dismissal is a possible outcome -any actions being considered in relation to recommendations 2 and 3 need to be discussed by the head teacher with their HR Business Partner prior to the review meeting.

8. Decision regarding transfer to the school's permanent establishment (*delete as applicable*)
1. YES - probationary standards achieved - confirm permanent appointment)
 2. NO (a further review to be conducted – Review (date and time))
 3. NO (recommendation to dismiss) *
- * Following a decision by the head teacher to dismiss, an employee has right of appeal to an appeal panel of the governing body. If dismissal is a possible outcome -any actions being considered in relation to recommendations 2 and 3 need to be discussed by the head teacher with their HR Business Partner prior to the review meeting.

8. Decision regarding transfer to the school's permanent establishment (*delete as applicable*)

1. YES - probationary standards achieved - confirm permanent appointment)
2. NO (a further review to be conducted – Review (date and time))
3. NO (recommendation to dismiss) *

* Following a decision by the head teacher to dismiss, an employee has right of appeal to an appeal panel of the governing body. If dismissal is a possible outcome -any actions being considered in relation to recommendations 2 and 3 need to be discussed by the head teacher with their HR Business Partner prior to the review meeting.

Signed: Head Teacher :

Date :

I confirm that the above issues have been discussed with me at a review meeting and that I have been given a copy of this completed document.

Signed: Employee :

Date :

Appendix 3 – Whole school Template HR induction checklist for all staff (school to amend and customise as required)

Name of school:	
Employee name:	
Post:	
Date of appointment:	
Name of line manager responsible for induction:	
Name of Head Teacher:	

*This HR Induction checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees. Please also ensure The Induction checklist for Safeguarding is followed for new employees ie **(Appendix 1)** to this document.*

			Date
1.0 General Induction	1.1	Tour of school	
	1.2	Toilet facilities	
	1.3	General fire/evacuation procedures/security	
	1.4	Food/drink facilities/break times	
	1.5	Conduct and dress code	
	1.6	Non-smoking site	
	1.7	Car parking	
	1.8	Security of personal belongings	
	1.9	Communication/messages (text/email) and use of mobile devices	
	1.10	The school day (times) and working times	
	1.11	Term dates and annual school calendar	
	1.12	Management structure	
	1.13	Staff roles	
	1.14	Absence procedure and sickness reporting	
	1.15	Health and Safety (including Risk assessments, whole school and individual)	
	1.16	Trade Union Contact / Membership Details	
	1.17	Pay/Pension	

	1.18	Briefing on the need for confidentiality and sharing of work related information	
	1.19	IT equipment/ID badge	
2.0 Role Specific Information	2.1	Written job description and person specification	
	2.2	Staffing structure, work team	
	2.3	Safer Working Checklist (Appendix 1)	
	2.4	Pay and Pay Progression	
	2.5	School / Department specific information (if applicable)	
3.0 Staff Development and Training	3.1	Appraisal (Performance Management) Procedure	
	3.2	Appraisal and Capability Procedure	
	3.3	Training and Development	
4.0 Policies and Procedures	4.0	<i>Staff should be aware of and have access to all school and employment Polices</i>	
	4.1	Staff Induction Policy	
	4.2	Behaviour Policy	
	4.3	ICT Acceptable Use – Staff (including use of mobile phone)	
	4.4	Social Media Policy	
	4.5	Whistleblowing	
	4.6	School Employee Code of Conduct	
	4.7	Confidentiality	
	4.8	GDPR and Information Management	
	4.9	Employee Resolution Procedure (Grievance and Harassment Procedure)	
	4.10	Disciplinary Procedure – parts 1 and 2	
	4.11	Complaints Procedure	
	4.12	Equality and Diversity in Employment	
	4.13	Safer Working Practice	
	4.14	Managing Stress and Promoting Wellbeing in the Workplace (inc Wellbeing Survey)	

	4.14	Redundancy and Restructure Policies	
	4.15	Other relevant school and employment-based <i>procedures (add here)</i>	

5.0 General Information and any follow up actions (*Discussion required on how to access these key policies and all other HR Policy documents available on the Schools Portal*)

Date signed off: Employee

Date signed off: Headteacher / Manager

Appendix 4 - Invite for Support Staff to Final Probationary Review

Dear

Further to our meetings on –

<DATES> with <NAME> of Probation reviews that have taken place

where we discussed my concerns regarding your conduct and/or performance, (delete where necessary). I am writing to advise that you are requested to attend a formal meeting on <DATE> at <TIME> at <VENUE> to consider your continued employment under the Schools Induction Policy concerning your probation.

As previously discussed with you these concerns relate to the following issues that have been brought to my attention:

- X
- Y
- Z

At the meeting, I will consider the evidence presented and make a decision regarding appropriate action, in accordance with the above procedure. You have the right to present evidence to support your case. If it is your intention to submit any information to me prior to this meeting you must let me have this by <DATE>. You should be aware that one of the potential outcomes of this meeting may be your dismissal from your employment with the school.

In view of the nature of this meeting, in that you may be dismissed from the employment of <SCHOOL> you are strongly advised to be accompanied by a trade union representative or work colleague

Upon arrival at the school please report to reception and ask for <NAME>. Arrangements will be made for you to be collected and taken to the room in which the meeting is to be held.

I will assume that you will be attending the meeting unless I hear from you to the contrary. You should also be aware that the meeting is likely to proceed in your absence unless you provide appropriate notice and explanation of your non-attendance.

Yours sincerely

<NAME>
Head teacher

Appendix 5 - Outcome letter – Termination of employment

Dear

Notice of termination of employment as a result of an unsuccessful probationary period under the School's Induction Policy

Following the probationary review meeting held on <date>, I am writing to confirm the outcome from this meeting where I was supported and advised by <HR Business Partner> and you were **either** supported by representative (*Name, Trade Union*)/ **or** (*despite being advised of your right to representation you chose not to exercise it*)

The probationary review hearing took place because of the concerns related to your performance/or concerns relating to your conduct/or both (delete where appropriate), during your probationary period.

On (date/s of first & second probationary reviews), I met with you and discussed the areas of concern and that the required improvement had not been made or maintained

Specifically, I had concerns that [set out a brief description of the performance / attendance or conduct issues identified].

-
-
-

At the probationary review meeting, you were provided with an opportunity to ask questions, comment on the issues and to put forward any explanation for the matters identified regarding my concerns during your probationary period. You explained (briefly summarise the key points made by the employee).

However, I determined that the level of your performance has continued to be below the minimum standard required during your probationary period despite the extensive support that has been provided to you (outline key points, training/coaching/mentors with dates and by whom)

-
-
-

You were advised on the <dates> (first & second probationary review outcome forms Appendix 4) that a failure to make the required improvements during the remainder of your probationary period would mean that your continued employment could be at risk. It is with regret that I must therefore inform you that this point has now been reached.

This letter gives formal notification of the termination of your employment as <post> at <school>. Having due regard to the notice contained within your contract of employment, you will receive * weeks paid notice with effect from *date*. Your last day of employment will therefore be by *date*. You will be paid up to that date in the normal way.

OR

This letter gives formal notification of the termination of your employment as <post> at <school>. You have agreed to be paid [**] weeks' pay in lieu of notice. A sum constituting your pay in lieu of notice,

less income tax and national insurance contributions, will be transferred into the bank account into which your wages are normally paid.

If you wish to appeal against this decision, you may do so, in writing, within 10 working days of this letter stating briefly the grounds of your appeal. I will then arrange for your appeal to be heard by an appeal panel of governors. Should you choose to appeal a provisional date has been set for (***date***) at (***time***). Should your appeal be upheld your contract of employment will be reinstated.

Yours sincerely

<Name>

Head Teacher

CC – HR Team

JCNP – Staffing Regulations	3 June 2016 14 November 2019 23 September 2021 28 March 2024 21 July 2026
Circulated to TU's Timescale for comments Considered at Meeting	31 August 2021 17 September 2021 23 September 2021 31 August 2023
Circulated to TU's for information	16 March 2026
Date policy updated Portal Technical Update (EC/FW)	28 March 2024 12 March 2026
Review date	As per legislative changes
Lead HR Senior Business Partner HR Business Partner	Andrew Griffiths Ellen Cottee

Updated by (FW/EC/BH)	September 2023
Updated AW	March 2024 (Appendix 3 Paragraph 9(d))
Updated by (FW/EC)	September 2024
Update by (EC/AW)	March 2026
Update by (EC/AG)	July 2026 (Support Staff probation period amend)